# SMARTER

**Balanced Assessment Consortium** 

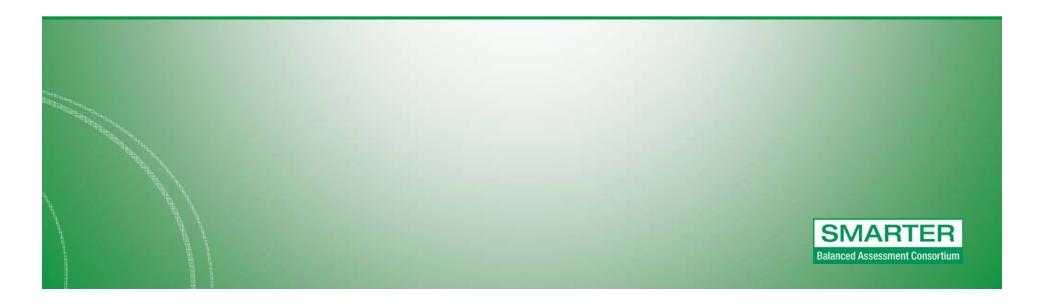
Presentation to the Michigan State Board of Education

December 6, 2011

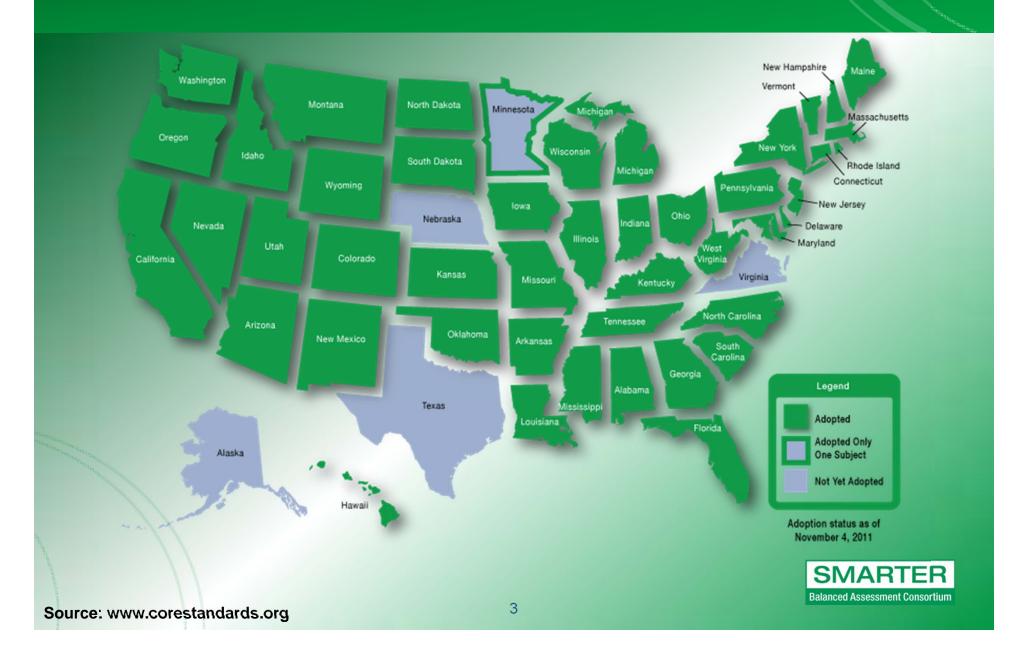




# Background



### **Common Core State Standards**



## A Balanced Assessment System

formative

assessment

practices

to improve instruction

Common
Core State
Standards
specify
K-12
expectations
for career
and college
readiness

## Summative assessments

Benchmarked to career and college readiness

Teachers and schools have information and tools they need to improve teaching and Teacher resources for learning

Interim assessments

Flexible, open, used for actionable feedback

All students
leave
high school
career and
college
ready



## Seven Key Principles

- An integrated system
- Evidence-based approach
- 3. Teacher involvement
- 4. State-led with transparent governance
- 5. Focus: improving teaching and learning
- Actionable information multiple measures
- 7. Established professional standards



# Draft Assessment Claims for English Language Arts/Literacy

(a/o Round 2 - released 9/20/11)

#### Reading

"Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts."

#### Writing

"Students can produce effective writing for a range of purposes and audiences."

### Speaking/Listening

"Students can employ effective speaking and listening skills for a range of purposes and audiences."

#### Research/Inquiry

"Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information."

#### Language Use

"Students can skillfully use and interpret written language across a range of literacy tasks."



#### **Draft Assessment Claims for Mathematics**

(a/o Round 1 - released 8/29/11)

# Concepts and Procedures

"Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency."

#### **Problem Solving**

"Students can frame and solve a range of complex problems in pure and applied mathematics."

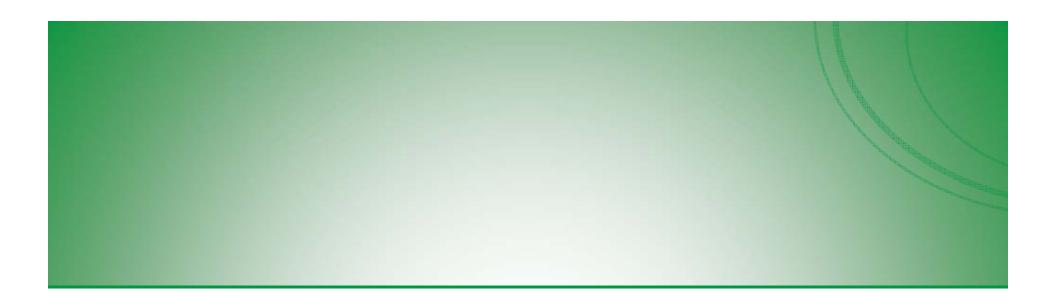
# Communicating Reasoning

"Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."

# Data Analysis and Modeling

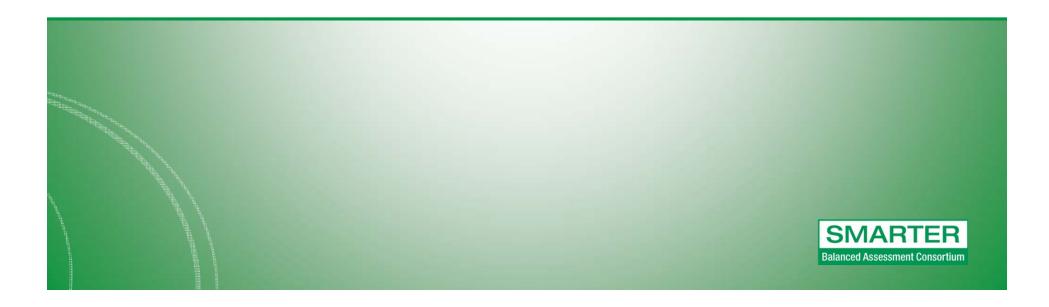
"Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems."







# How Smarter/Balanced is Organized

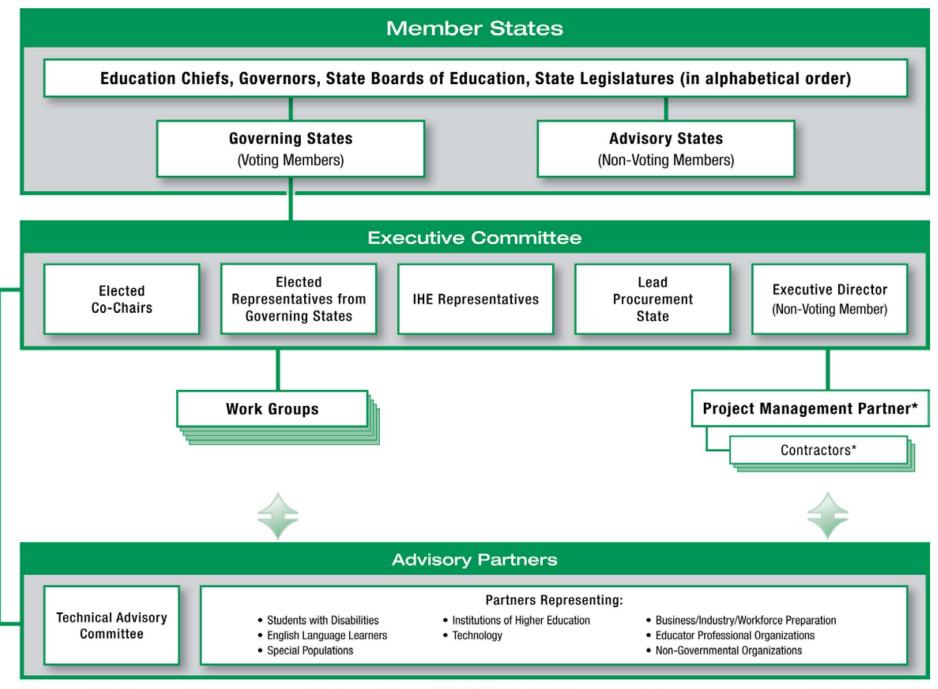


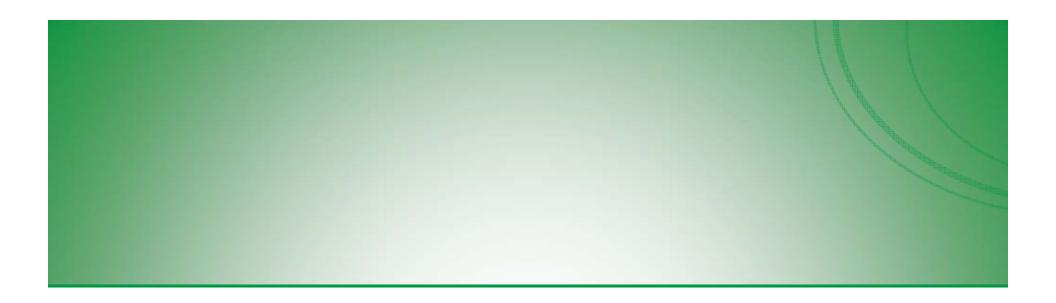
### **A National Consortium of States**

- 28 states
  representing
  44% of K-12
  students
- 21 governing,7 advisorystates
- Washington state is fiscal agent



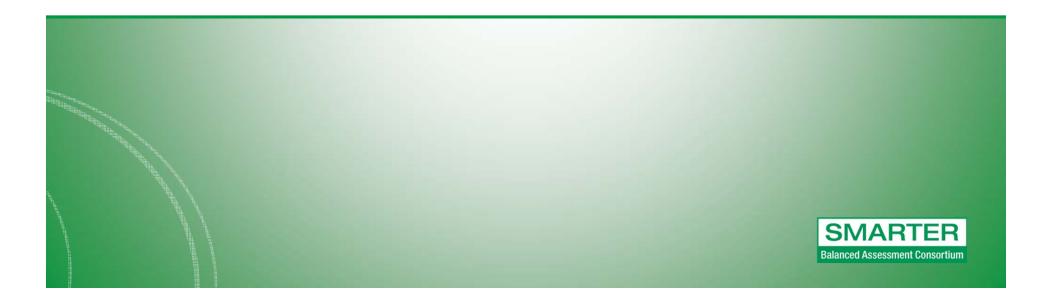








# How Smarter/Balanced Gets its Work Done



# State Involvement in Getting the Work Done: Consortium Work Groups

# Work group engagement of 90 state-level staff:

#### Each work group:

- Led by co-chairs from governing states
- 6 or more members from advisory or governing states
- 1 liaison from the Executive Committee
- 1 WestEd partner

#### Work group responsibilities:

- Define scope and time line for work in its area
- Develop a work plan and resource requirements
- Determine and monitor the allocated budget
- Oversee Consortium work in its area, including identification and direction of vendors

4	1	Accessibility and Accommodations
4	2	Formative Assessment Practices and Professional Learning
1	3	Item Development
1	4	Performance Tasks
1	5	Reporting
4	6	Technology Approach
4	7	Test Administration
4	8	Test Design
(	9	Transition to Common Core State Standards
1	10	Validation and Psychometrics



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## **Advisory Panels**

- Technical Advisory Committee
- ELL Advisory Panel
- Advisory Panel for Students with Disabilities
- Formative Assessment Advisory Panel
- Higher Education Advisory Panel



## **Technical Advisory Committee**

**Jamal Abedi** 

**UC Davis/CRESST** 

**Randy Bennett** 

ETS

**Derek Briggs** 

University of Colorado

**Greg Cizek** 

University of North Carolina

**David Conley** 

**University of Oregon** 

**Linda Darling-Hammond** 

Stanford University

**Brian Gong** 

The Center for Assessment

**Ed Haertel** 

Stanford University

Joan Herman

UCLA/CRESST

Jim Pellegrino

University of Illinois, Chicago

W. James Popham

UCLA, Emeritus

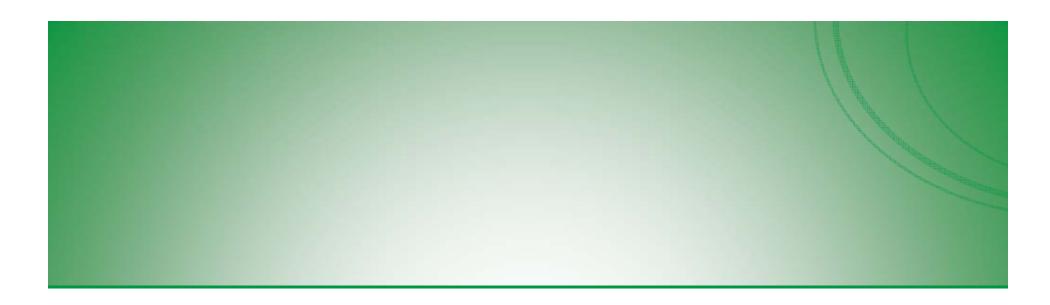
Joe Ryan

Arizona State University

**Martha Thurlow** 

University of Minnesota/NCEO





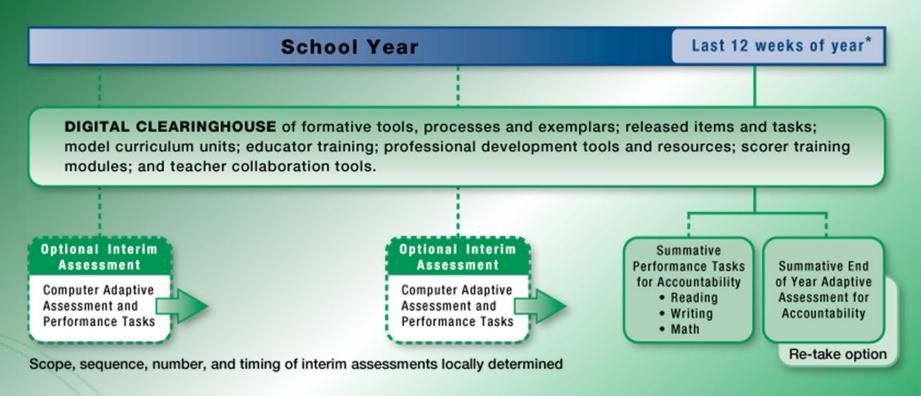


# Products Being Developed by the Consortium



### A Balanced Assessment System

#### English Language Arts and Mathematics, Grades 3-8 and High School



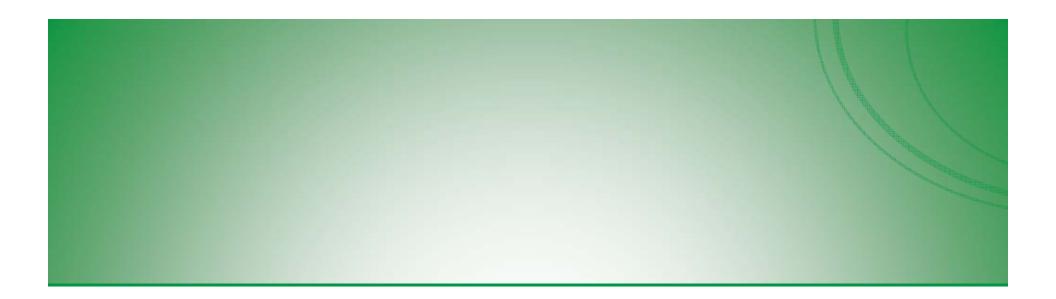
<sup>\*</sup> Time windows may be adjusted based on results from the research agenda and final implementation decisions.



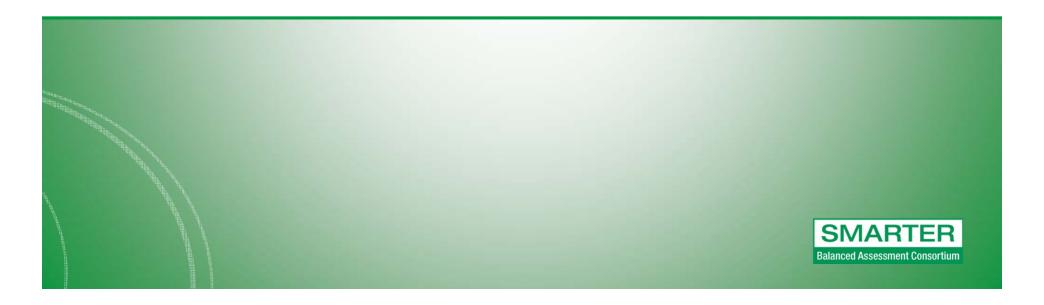
### **Major Features**

- Spring summative assessment (starting in Spring 2015)
- Interim assessment available year round (anticipated availability is 2015-16 school year)
- Online, rapid turnaround of results
- Computer adaptive summative and interim assessments
- Teacher involvement in item development, item review, and test scoring
- Item types
  - Multiple Choice
  - Short Constructed Response
  - Extended Constructed Response
  - Technology Enhanced
  - Performance Tasks







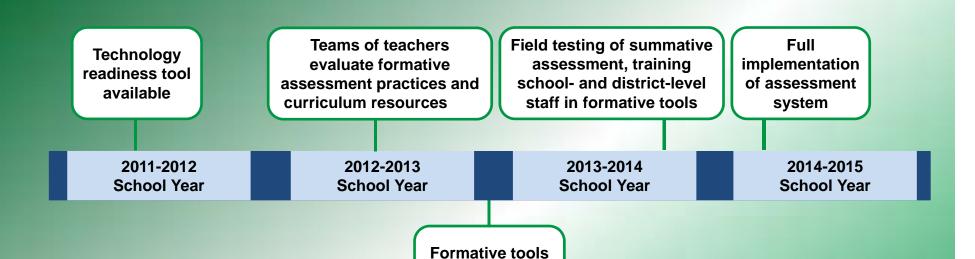


#### **Timeline**

Item Writing and **Field Testing of Final Achievement Master Plan Formative Processes, Review Activities Developed and Summative Standards Tools, and Practices** Completed **Work Groups** (Summative) Verified **Assessment Development Begins** (Summative and Launched **Administered** and Adopted Interim) 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015 **School Year School Year School Year School Year School Year Common Core Preliminary Achievement Common Core Pilot Testing of** Operational Standards (Summative) Translation and **State Standards** Summative and Summative **Proposed and Other** Item Adopted by All **Interim Assessments** Assessment **Specifications Policy Definitions** Conducted Administered **States** Complete **Adopted** 

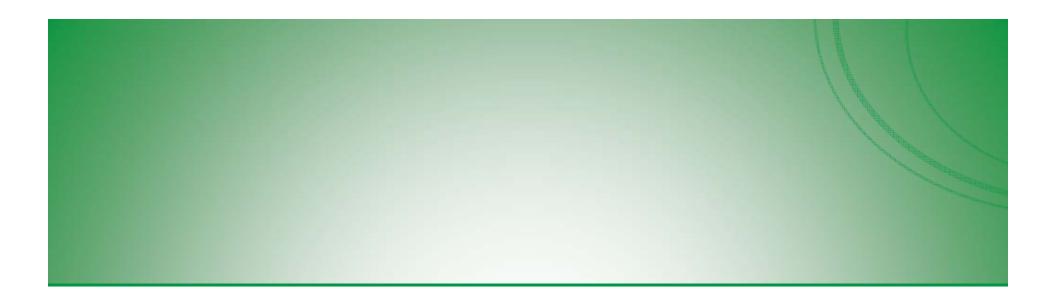


## **State Implementation: Timeline**



available to teachers







# Sustainability



## 2014-15 and Beyond

- Funding is for development only
- Will need to be able to oversee administration of the new assessments in 2014-15 and beyond
- Will need to be able to oversee refreshing of all products for 2014-15 and beyond
- Organization is designed to develop the products—not to administer and refresh
- Sustainability task force, first meeting in December, 2011



#### To find out more...

# be found online at

#### www.smarterbalanced.org

Joseph A. Martineau

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